

7th Grade Health Curriculum Map

Grade 7th Content Health Teacher(s) Taylor Hughes

	Time period (month? Weeks? Quarter?)	Focus Standard	Assessment	Essential Question	Resources	Differentiation
Health and Wellness	4 weeks	<p>Standard 1: Personal Health and Fitness - Students will have the necessary knowledge and skills to establish and maintain physical fitness, participate in physical activity, and maintain personal health.</p> <p>Health 1 PI-03 demonstrate the necessary knowledge and skills to promote healthy adolescent development</p> <p>Standard 2: A Safe and Healthy Environment - Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment.</p> <p>NASPE.6. Values physical activity for health, enjoyment, challenge, self-expression, and/or</p>	<p>Assessment for this unit is just for them to know the basics of health. I will have mini quiz's at the end of each class to see what they learned from the day. Therefore, I know what I need to re-teach or find a new way to teach the material so they can learn it.</p> <p>They will have a test at the end of the unit. So I know what they have learned, and to see their skill levels.</p>	<p>Who remembers what Health means? (the combination of physical, mental/emotional, and social well-being)</p> <p>What are the 7 dimensions of Wellness?</p> <p>What skills are necessary to maintain a healthy life?</p> <p>Are you aware of the many factors that influence health behaviors and attitudes?</p> <p>Does media reflect social norms?</p>	<p>Mrs. Tuckers notes</p> <p>Ms. Hart's Tahoma class - wellness wheel activity</p> <p>Pinterest</p> <p>Pecentral</p> <p>google slides</p> <p>Glencoe health book</p> <p>Glencoe health 2014</p> <p>classroom.kids health.org</p> <p>Youtube clip of Sam Burns on TED Talks</p>	<p>Pre filled in guided notes if a student has difficulty writing or keeping up.</p> <p>Also can post the slideshows ahead of time to help them do the notes before hand so they can really focus on the lesson.</p> <p>Peer partner work, group work.</p>

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		social interaction.:		What do you think the Quality of Life means?		
Mental and Emotional Health	4 weeks	<p>N.NHES. National Health Education Standards (NHES) 1.12.2, 2.12.1, 2.12.3, 4.12.1, 4.12.2, 4.12.3</p> <p>Standard 1: Personal Health and Fitness - Students will have the necessary knowledge and skills to establish and maintain physical fitness, participate in physical activity, and maintain personal health.</p> <p>Health 1 PI-02 apply prevention and risk reduction strategies to adolescent health problems</p> <p>Health 1 PI-03 demonstrate the necessary knowledge and skills to promote healthy adolescent development</p> <p>Health 1 PI-04 analyze the multiple influences which affect health</p>	<p>They will be graded on their in class projects</p> <p>Unit exam</p>	<p>Students will learn that good mental and emotional health contributes to healthy self-esteem.</p> <p>What are some of the factors that impact teens' self-esteem?</p> <p>Good mental and emotional health can have a positive impact on everyday life.</p> <p>What are some aspects to everyday life that affects an individual's mental and emotional health?</p> <p>What kinds of behaviors are considered bullying?</p> <p>What are some of the effects bullying can have on</p>	<p>google connected mcgraw-hill</p> <p>classroom.kids health.org</p> <p>pecentral</p> <p>WALKINOURSHOES.ORG</p> <p>Glencoe health book</p> <p>Glencoe health 2014</p>	<p>Guided notes posted before class</p> <p>Pre-filled in notes and they highlight as I teach</p> <p>Group work</p>

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		<p>decisions and behaviors.</p> <p>Standard 2: A Safe and Healthy Environment - Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment.</p> <p>Health 2 PI-02 demonstrate personal and social skills which enhance personal health and safety</p> <p>Standard 3: Resource Management - Students will understand and be able to manage their personal and community resources.</p> <p>Health 3 PI-02 recognize how cultural beliefs influence health behaviors and the use of health services</p> <p>Health 3 PI-04 analyze how media and technology influence the selection of health information, products and services</p>		<p>victims?</p> <p>Why do people bully?</p>		
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<p>Healthy Relationships</p>	<p>4 weeks</p>	<p>NHES.1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.</p> <p>1.8.2 Describe the interrelationships of emotional, intellectual, physical, and social health in adolescence.</p> <p>1.8.5 Describe ways to reduce or prevent injuries and other adolescent health problems.</p> <p>NHES.2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.</p> <p>2.8.1 Examine how the family influences the health of adolescents.</p> <p>2.8.3 Describe how peers influence healthy and unhealthy behaviors.</p>	<p>They will be graded on their in class projects</p> <p>Unit exam</p>	<p>What are characteristics for being a good friend?</p> <p>What are different family dynamics?</p> <p>How can you stand up to a bully?</p>	<p>Glencoe health book</p> <p>Glencoe health 2014</p> <p>Mary Dykeman from Cortland Prevention Resources</p>	<p>Guided notes posted before class</p> <p>Pre-filled in notes and they highlight as I teach</p> <p>Group work</p>

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		<p>2.8.4 Analyze how the school and community can affect personal health practices and behaviors.</p> <p>2.8.5 Analyze how messages from media influence health behaviors.</p> <p>2.8.6 Analyze the influence of technology on personal and family health.</p> <p>2.8.7 Explain how the perceptions of norms influence healthy and unhealthy behaviors.</p> <p>NHES.3: Demonstrate the ability to access valid information, products, and services to enhance health.</p>				
Physical Activity and Nutrition	3-4 weeks	NHES.1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.	<p>They will be graded on their in class projects</p> <p>Fitness Plan</p>	<p>How does a teen know whether a food is healthy or not?</p> <p>How can a teen</p>	<p>GROCERY LIST PROJECT</p> <p>Classroom Health Text</p>	<p>Guided notes posted before class</p> <p>Pre-filled in notes and</p>

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		<p>NASPE.3. Participates regularly in physical activity.</p> <p>NASPE.4. Achieves and maintains a health-enhancing level of physical fitness.</p> <p>NASPE.6. Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.</p> <p>NHES.2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.</p> <p>NHES.3: Demonstrate the ability to access valid information, products, and services to enhance health.</p> <p>nHES.5: Demonstrate the ability to use decision-making skills to enhance health.</p>	<p>Nutrition Plan</p> <p>Unit exam</p>	<p>make healthy food choices?</p> <p>How does a person make a healthful food choice?</p> <p>How can the foods you choose affect your health?</p> <p>what are nutrients? substances in food that your body needs.</p> <p>What do food labels have on them?</p> <p>How can a person's weight impact each side of his or her health triangle?</p> <p>What are some factors that influence how you think about your body? media, friends, parents</p> <p>What factors could affect a person's</p>	<p>Book</p> <p>Youtube</p> <p>Pecentral</p>	<p>they highlight as I teach</p> <p>Group work</p>
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				<p>nutritional needs? medical conditions, involvement in sports</p> <p>What ways does being physically active benefit a person?</p> <p>One person can easily run long distances and another person can lift heavy weights, both are described as physically fit. How would you describe these different types of fitness? runner has fit lungs and the weightlifter has strong muscles.</p> <p>Do you have a physical activity goal? If not make one.</p> <p>What is the most common sports injury among teens?</p>		
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Personal Care and Body Systems	3-4 Weeks	<p>4.12.1 N.NHES. National Health Education Standards (NHES)</p> <p>Standard 1: Personal Health and Fitness - Students will have the necessary knowledge and skills to establish and maintain physical fitness, participate in physical activity, and maintain personal health.</p> <p>Health 1 PI-01 integrate knowledge of basic body systems with an understanding of the changes that accompany puberty</p> <p>Health 1 PI-02 apply prevention and risk reduction strategies to adolescent health problems</p> <p>Health 1 PI-03 demonstrate the necessary knowledge and skills to promote healthy adolescent development</p>	<p>Class work/projects</p> <p>My Body Book</p> <p>Quizes</p>	<p>What does your skin do for you?</p> <p>How can you protect your eyes?</p> <p>What system are the bones apart of?</p> <p>How do your muscles protect your body?</p> <p>How do you care for your body to keep all the systems healthy?</p>	<p>Glenco Health 2014</p> <p>Glenco Health 2009</p> <p>Pinterest</p> <p>https://www.crsd.org/Page/38676 -Mr. Brainard's Health</p>	<p>Guided notes posted before class</p> <p>Pre-filled in notes and they highlight as I teach</p> <p>Group work</p>

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		<p>Health 1 PI-04 analyze the multiple influences which affect health decisions and behaviors.</p> <p>Standard 2: A Safe and Healthy Environment - Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment.</p> <p>Health 2 PI-01 assess potentially dangerous situations and demonstrate the skills to avoid or reduce their risks</p> <p>Health 2 PI-02 demonstrate personal and social skills which enhance personal health and safety</p>				
Puberty and Sex Education	4-5 Weeks	NHES.1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.	<p>Projects/classwork</p> <p>Quizzes</p>	What is the importance of adolescence as related to growth and development of the individual?	Cortland Prevention Resources - Mary Dykeman. She will be coming into my class	<p>Guided notes posted before class</p> <p>Pre-filled in notes and they highlight</p>

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	<p>1.8.1 Analyze the relationship between healthy behaviors and personal health.</p> <p>1.8.2 Describe the interrelationships of emotional, intellectual, physical, and social health in adolescence.</p> <p>1.8.7 Describe the benefits of and barriers to practicing healthy behaviors.</p> <p>NHES.2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.</p> <p>2.8.3 Describe how peers influence healthy and unhealthy behaviors.</p> <p>2.8.7 Explain how the perceptions of norms influence healthy and unhealthy behaviors.</p> <p>2.8.8 Explain the influence of personal values and beliefs on individual health</p>	<p>Unit Exam</p>	<p>What determines traits?</p> <p>What behaviors and attitudes help prepare a teen for adulthood?</p> <p>What are elements necessary for communication?</p>	<p>for two days to talk about any issues students maybe having or could be faced with in the years to come.</p> <p>Glencoe Health Book</p> <p>Youtube</p>	<p>as I teach</p> <p>Group work</p>
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		<p>practices and behaviors.</p> <p>2.8.9 Describe how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors.</p> <p>NHES.3: Demonstrate the ability to access valid information, products, and services to enhance health.</p> <p>3.8.1 Analyze the validity of health information, products, and services.</p> <p>3.8.4 Describe situations that may require professional health services.</p> <p>3.8.5 Locate valid and reliable health products and services.</p> <p>NHES.4: Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.</p> <p>4.8.1 Apply effective verbal and nonverbal</p>				
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		<p>communication skills to enhance health.</p> <p>4.8.2 Demonstrate refusal and negotiation skills that avoid or reduce health risks.</p> <p>4.8.4 Demonstrate how to ask for assistance to enhance the health of self and others.</p> <p>NHES.5: Demonstrate the ability to use decision-making skills to enhance health.</p>				
Tobacco, Alcohol, and Other Drugs	4 Weeks	<p>NHES.1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.</p> <p>1.8.1 Analyze the relationship between healthy behaviors and personal health.</p> <p>1.8.3 Analyze how the environment affects personal health.</p> <p>1.8.4 Describe how family</p>	<p>Drug Powerpoint</p> <p>Classwork</p> <p>Quizzes</p>	<p>How do so many Americans misuse drugs?</p> <p>Is alcohol a dangerous drug?</p> <p>How dangerous is tobacco?</p> <p>What skills can I use to stay tobacco free?</p> <p>What are some harmful effects of</p>	<p>Cortland Prevention Resources - They will be coming in to give students information about drugs and alcohol an common cases around the cortland county area.</p> <p>https://www.aa</p>	<p>Guided notes posted before class</p> <p>Pre-filled in notes and they highlight as I teach</p> <p>Group work</p>

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		<p>history can affect personal health.</p> <p>1.8.8 Examine the likelihood of injury or illness if engaging in unhealthy behaviors.</p> <p>NHES.2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.</p> <p>2.8.1 Examine how the family influences the health of adolescents.</p> <p>2.8.3 Describe how peers influence healthy and unhealthy behaviors.</p> <p>2.8.5 Analyze how messages from media influence health behaviors.</p> <p>2.8.7 Explain how the perceptions of norms influence healthy and unhealthy behaviors.</p> <p>2.8.8 Explain the influence of personal values and</p>		<p>smoking tobacco products? Being out of breath, lung cancer</p> <p>What is one alcohol-related health risk that you anticipate learning in the lesson?</p> <p>What is a benefit of living without drinking alcohol?</p> <p>What are some health risks of drug misuse and substance abuse? damage to organs, overdose, death</p> <p>What do you know about these drugs.... side effects?</p> <p>How can a person positively influence others not to use drugs? role model, talking about dangers, helping users.</p>	<p>as.org/sites/default/files/migrate/uploads/siap_brochure.pdf</p> <p>http://sciencenetlinks.com/lessons/alcohol-effect-on-the-mind-and-body-502/</p>	
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		<p>beliefs on individual health practices and behaviors.</p> <p>2.8.9 Describe how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors.</p> <p>NHES.3: Demonstrate the ability to access valid information, products, and services to enhance health.</p> <p>NHES.4: Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.</p> <p>4.8.1 Apply effective verbal and nonverbal communication skills to enhance health.</p> <p>4.8.2 Demonstrate refusal and negotiation skills that avoid or reduce health risks.</p> <p>4.8.3 Demonstrate effective conflict management or resolution strategies.</p>				
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		<p>NHES.5: Demonstrate the ability to use decision-making skills to enhance health.</p> <p>NYS Health Education Guidance Skills</p> <p>-Alcohol, Tobacco, and Other Drugs</p>				
Disease and Prevention	3-4 Weeks	<p>N.NHES. National Health Education Standards (NHES)</p> <p>Standard 1: Personal Health and Fitness - Students will have the necessary knowledge and skills to establish and maintain physical fitness, participate in physical activity, and maintain personal health.</p> <p>Health 1 PI-02 apply prevention and risk reduction strategies to adolescent health problems</p> <p>Health 1 PI-03 demonstrate the necessary knowledge and</p>	<p>Disease Powerpoint project</p> <p>Classwork</p> <p>Quizzes</p>	<p>What behaviors minimize exposure to infectious diseases?</p> <p>What behaviors increase one's lifespan when dealing with a chronic disease?</p>	<p>Glencoe Health book</p> <p>Youtube</p>	<p>Guided notes posted before class</p> <p>Pre-filled in notes and they highlight as I teach</p> <p>Group work</p>

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		<p>skills to promote healthy adolescent development</p> <p>Health 1 PI-04 analyze the multiple influences which affect health decisions and behaviors.</p> <p>Health 3 PI-01 distinguish between valid and invalid health information, products and services</p> <p>Health 3 PI-03 demonstrate the ability to work cooperatively when advocating for healthy individuals, families and schools</p> <p>Health 3 PI-06 demonstrate the ability to access community health services for prevention, illness, and emergency care.</p> <p>NYS Health Guidance Skills -HIV</p>				
1st Aid and Safety	3 Weeks	N.NHES. National Health Education Standards (NHES)	Classwork Quizzes	What measures can be taken to prevent unintentional injuries in the home?	American Red Cross GlencoeHealth	Guided notes posted before class

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		<p>NHES.1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.</p> <p>1.8.5 Describe ways to reduce or prevent injuries and other adolescent health problems.</p> <p>NHES.2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.</p> <p>2.8.4 Analyze how the school and community can affect personal health practices and behaviors.</p> <p>NHES.3: Demonstrate the ability to access valid information, products, and services to enhance health.</p> <p>3.8.1 Analyze the validity of health information, products, and services.</p> <p>3.8.2 Access valid health</p>	Unit test	<p>What measures can be taken to improve outdoor and weather related safety?</p> <p>What first aid steps should be taken in most medical emergencies?</p> <p>What basic safety precautions have helped you avoid a threatening or harmful situation in the past?</p> <p>What could you have done to avoid an accident you've had in the past?</p> <p>Are there different rules for bicycles on the road than for cars on the road? No</p> <p>How can you tell if a person is choking? person can not</p>	<p>Book</p> <p>Youtube</p>	<p>Pre-filled in notes and they highlight as I teach</p> <p>Group work</p>
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		<p>information from home, school, and community.</p> <p>3.8.4 Describe situations that may require professional health services.</p> <p>3.8.5 Locate valid and reliable health products and services.</p> <p>NHES.5: Demonstrate the ability to use decision-making skills to enhance health.</p>		<p>breath and is not coughing, maybe clutching their throat</p> <p>How do you treat a muscle injury? ice and rest (RICE)</p> <p>Have you or know of anyone who has prepared for a severe storms?</p> <p>What substance might pollute indoor air? cleaning products, cigarette smoke, dust, mold.</p> <p>What are some human actions that can harm the earth's land or water? clearing forests, dumping chemicals into streams.</p>		

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